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**Annotated Bibliography 3**

14.Dukes, C. (2005). Best Practices for Integrating Technology Into English Language Instruction. *Seir-Tec News Wire*. *Volume 7* (6), 3-6.

In this article, the author focused on how educators can use technology to integrate best practices into their classroom. To increase the effectiveness of instruction of English Language Learners, the author focus on increasing comprehensibility, increasing interaction, making learning authentic, and creating a positive learning environment.

15. Black, R.W. (2009). English Language Learners, Fan Communities, and 21st Century Skills. *Journal of Adolescent & Adult Literacy. Volume 52* (8), 688-697.

This article explores how popular media and new technology provide a basis for English Language Learners to develop valuable print literacy as well as 21st century skills. It also provides insight on technology mediated learning and literacy. It conclude by pointing out that it is crucial to ensure that ELL students should not be relegated to remedial language drills or positioned as passive recipients of culture and linguistic materials presented through textbooks and lectures.

16. Rance-Roney, J. (2010). Jump Starting Language and Schema for English Language Learners: Teacher-Composed Digital Jumpstarts for Academic Reading. *Journal of Adolescent & Adult Literacy. Volume 53* (5), 386-395.

This article focuses on how digital storytelling can be a fun and productive way to support the academic literacy of English Language Learners in the classroom. It also describes how pre-service and in-service teachers could use digital storytelling technology to compose instructional material to help support academic literacy for English Language Learners in their classrooms.

17. Li, J. (2010). Learning vocabulary via computer-assisted scaffolding for text processing. *Computer Assisted Language Learning. Volume 23* (3), 253-275.

This study, examines how reading for meaning contributes to vocabulary expansion and academic success. However it presents mixed result particularly for recent immigrants students in North America. It also shows the result from a monolingual and a bilingual receptive vocabulary test which shows that students learn more words with access to computer-mediated dictionaries than without.

18. Ranalli, J. (2008). Learning English with The Sims: exploiting authentic computer simulation games for L2 learning. *Computer Assisted Language Learning. Volume 21* (5), 441-455.

This classroom based investigation looked into whether the best selling game “The Sims” could be pedagogically beneficial to English as a Second Language learners. The study found statistically significant improvements in vocabulary knowledge. The researcher also found that much of the discussion has been focus on the game ability to provide engaging substitutes for real life experience for the students without leaving the comfort of their desks. Entering a virtual world is a rich opportunity for linguistic exposure and communication practices.